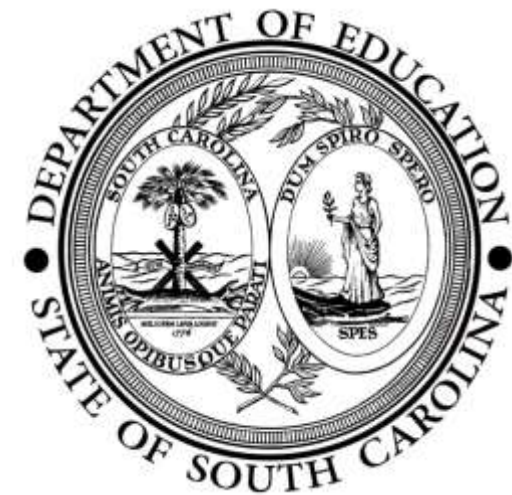


# Grade 8

## Informative/Explanatory Writing – Prove It: Making Meaning Out of Our Lives

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Grade 8: Informative/Explanatory Writing:**

### **Prove It – Making Meaning of Our Lives**

#### **Unit Rationale/Overview**

The standards-based focus for this unit is citing textual evidence that most strongly supports the analysis of what the text says explicitly as well as inferentially. These critical skills have real-world reading, writing, and communication applications across all content areas and will continue to develop in complexity. Additionally, standards for informational/explanatory writing, inquiry, and communication are naturally interwoven into the unit as a means for students to demonstrate their learning. The unit may focus on one memoir, such as *I Am Malala*, or multiple memoirs. The teacher may choose to have students pick their memoirs or assign pairs or groups of students to read the same memoir (see Resources section below). The unit fosters the Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) through the collaboration, critical thinking, and interpersonal skills required of students as they work through the lessons, strategies, and assessments included in this unit. While the standards serve as the instructional focus, the unifying themes of truth, fairness, justice, and equality are central to the study of the main text(s) and supporting texts as students read memoirs written from the perspectives of young people who have survived in war-torn regions of the world.

Estimated time frame: two- four weeks

#### **Standards and Indicators**

There are two types of standards/indicators for this unit of study. Primary standards are standards/indicators that will be taught and assessed throughout this unit; whereas secondary standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” Assessment of these standards/indicators (as applicable) will be included in both summative and formative assessments.

#### **Primary Standards/Indicators**

##### **Reading – Literary Text**

- 8.RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- 8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

##### **Reading – Informational Text**

- 8.RI.1 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
- 8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## **Writing**

### **8.W.2**

**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

#### **8.W.2.1**

Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources;
- c. organize ideas, concepts, and information into broader categories;
- d. assess the credibility of each source;
- e. include formatting, graphics, and multimedia to aid comprehension;
- f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- h. paraphrase, quote, and summarize to avoid plagiarism;
- i. follow a standard format for citation;
- j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
- k. use precise language and domain-specific vocabulary to explain the topic;
- l. establish and maintain a style and tone authentic to the purpose; and
- m. provide a concluding statement or section that follows and supports the information or explanation presented.

## **Secondary Standards/Indicators**

### **Inquiry**

#### **8.I.1**

**Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

##### **8.I.1.1**

Develop a range of questions to frame inquiry for new learning and deeper understanding.

#### **8.I.2**

**Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives**

##### **8.I.2.1**

Formulate logical informed questions, generate explanations, propose and present original conclusions, and consider multiple perspectives.

#### **8.I.4**

**Synthesize integrated information to share learning and/or take action.**

##### **8.I.4.3**

Reflect on findings and pose appropriate questions for further inquiry.

#### **8.I.5**

**Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

##### **8.I.5.1**

Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.

## Communication

- 8.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
- 8.C.1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 8.C.1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8.C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8.C.1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8.C.1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

## Clarifying Notes and “I Can” Statements

### Clarifying Notes

The key distinction for citing textual evidence in grade 8 is to cite the evidence *that most strongly supports* a student's analysis of a text. Evidence is considered strong when it both convinces the reader and effectively supports what the text says explicitly or inferentially.

The Gradual Release of Responsibility (Fisher & Frey, 2008) is used to guide students through an understanding of citing textual evidence. The model (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and indicator). Naturally, this format is not required, and teachers who choose to use the included strategies or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on student need. For more information on the gradual release model, see the Resources section.

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

### “I Can” Statements

*Overarching “I Can” Statement for the Entire Unit*

I can cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferentially in informational/explanatory writing. (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

### *Individual Lesson “I Can” Statements*

- I can closely read literary and informational texts. (8.RL.5.1, 8.RI.5.1)
- I can determine which evidence most strongly supports what the text says explicitly and inferences made from the text. (8.RL.5.1, 8.RI.5.1)
- I can justify my inferences by citing evidence that supports my analysis of the text in writing and/or class discussions. (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

### **Essential Questions**

These are **suggested** essential questions that will help guide student inquiry.

#### **Standards-Based Essential Questions**

How do I determine what evidence from the text most strongly supports what the text says explicitly as well as inferentially?

#### **Thematic-Based Essential Question**

- How do memoirs help us make meaning of our lives?
- How do writers use reflection to make sense of prior experiences?

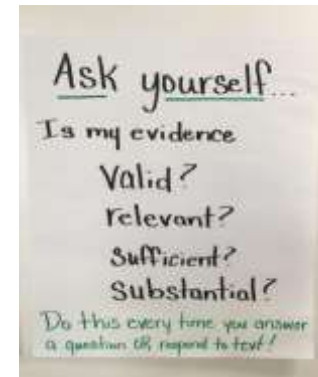
### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

For example, when you present a text-dependent question to readers, ask what textual evidence supports their reasoning rather than asking how they know. Once they understand the term *textual evidence*, then you can ask how they know. Accept only the statements that are answered by, “I know because the textual evidence is...”, or “The author explicitly states...”. The student should be able to say, “The textual evidence to support my statement can be found in paragraph 3 when the author says...” The rationale behind this requirement is two-fold: 1) It prepares students for academic conversations necessary in future years. 2) Test language will be less daunting because the language is familiar and comfortable.

analysis  
authentic  
cite  
credibility  
establish

explanatory  
explicit  
format  
inference  
plagiarism  
precise  
relevant  
textual evidence  
tone  
transitions



An anchor chart is an excellent way to provide them with the language to discuss the text.

(L. Smith, 2016)

### **Prior Knowledge**

The content students need to know for citing textual evidence prior to their current grade level:

- In prior years, students learned to ask 5W type questions, as well as literal and inferential questions, to demonstrate understanding.
- In third grade, they learned to refer explicitly to text to support inferences and conclusions.
- In fifth grade, they learned to quote from the text to support inferences and conclusions.
- In sixth grade, students learned to cite the text used to support reasoning.
- In seventh grade, students learned to cite multiple examples of textual evidence.
- In prior years, students learned to make predictions before and during reading and to confirm or modify thinking.

### **Subsequent Knowledge**

The content connected to subsequent grade levels for the citing textual evidence standard:

- In English I, students will learn to cite strong and thorough textual evidence and identify multiple supported interpretations.
- Students will continue to make predictions before and during reading and to confirm or modify thinking.

## Potential Instructional Strategies

### Gradual Release Model

This unit was designed to be used with the gradual release model of instruction (Fisher & Frey, 2008). Each of the strategies below can be taught using this model. Sometimes referred to as “I do, we do, you do,” this model proposes a plan of instruction that includes teacher think-aloud / modeling / demonstration (I do), guided practice (we do), and independent practice (you do). The model gradually releases students to a level of independence where students rely more on themselves and less on the teacher to demonstrate their learning. The teacher think-aloud is the starting point for the gradual release model and is described below. For more information on the gradual release model, see Unit Resources.

### Teacher Think-Aloud

Modeling is teaching by thinking aloud in the first person, revealing your strategic thinking process to your students. It is a critical step in the gradual-release model (Harvey and Goudvis, 2007). Students should know that strategic thinking is necessary to “figure things out.” When teachers reveal step-by-step the exact thinking process they use, students then have an effective strategy to apply to the task at hand. Modeling helps teachers deepen their awareness of their strategic thinking processes and use this heightened awareness to plan for modeling in lessons. See Resources for more information on teacher think-aloud.

**Learning Target: I can closely read literary and informational texts.** (8.RL.5.1, 8.RI.5.1)

**Guiding Question:** How can close reading help me better understand the text?

### Note;

The modeling of close reading (Lehman & Roberts, 2013) also incorporates the teacher think-aloud. Students can learn to annotate texts by watching the teacher model with a piece of text on the SmartBoard, document camera, or Promethean board. This activity can be modeled with or without the students’ having a hard copy. If students receive a copy, explain to them that they will have time to write as soon as the modeling conversation is over. This explanation prevents them from missing information because they are afraid of getting behind. It also allows them to relax about the process because they are having conversations with the teacher prior to becoming independent. When using a novel or textbook, students should use sticky notes to annotate the text.

- **Model (I do):** Use the prologue from *I Am Malala* to model how you would answer a text-dependent question.
  - Project the text using a Smartboard, Promethean Board, or document camera.
  - Determine the purpose for reading by sharing with students a text-dependent question such as “What can I infer about Malala’s personality from the prologue?”
  - Read the text aloud once. Then read through the text again as you begin to annotate, keeping the text-dependent question in mind. Be sure as you annotate that you are sharing your thinking out loud.
  - Read over the annotations you have made and share with students how those “notes” help you arrive at an answer to the text-dependent question. Point out the importance of specific quotations and/or sections of the text in helping you determine your answer.

- Guided Practice (We do): Guide students through the close reading of a new piece of text
  - Provide students with another piece of text from the novel, and give students a text-dependent question to answer.
  - Have students read through the text once.
  - Next, have students read the text again and begin making annotations on their copy; pause frequently to allow students to share and discuss the annotations they make. Be sure to ask students to explain their thinking.
  - Once the class has finished the text, have students answer the text-dependent question. Allow students to share their answers. Be sure to have students cite the supporting evidence from the text.
  - If students are still struggling with annotating the text and/or citing textual evidence to support their answer to the text-dependent question, provide more guided practice before releasing students to independent practice.
  
- Independent Practice (You do): Have students independently demonstrate mastery of close reading and citing textual evidence by answering text-dependent questions. In addition to the memoir, additional literary and informational texts listed in the Resources section may be used during any stage of the Gradual Release Model to provide students with more opportunities to practice citing textual evidence. When students are ready, assist them in analyzing the evidence they have collected to begin determining which evidence *most strongly supports* their inference (see Lesson #2).

**Note:**

Annotating a Text

Annotation is one strategy that can aid students in deepening their understanding of a text. Students should always begin with a clear purpose for reading. For this unit, students are being asked to read a text and cite the evidence that most strongly supports what the text says explicitly or inferentially. As students read, they make notes in the margin and/or code the text. If students cannot write on the text, sticky notes may be used. Students can annotate the text they are reading, looking for the strongest pieces of textual evidence to support text-dependent questions.

**Learning Target: I can determine which evidence most strongly supports what the text says explicitly and through inferences made from the text.** (8.RL.5.1, 8.RI.5.1)

**Guiding Question:** Why is it important to be able to determine the most important or most relevant evidence to support an inference?

For this lesson, students will use the [Strongest Textual Evidence Graphic Organizer](#) included in the Appendix. This reading strategy is designed to help students distinguish between details and evidence that strongly support their inferences and those that do not. This strategy provides students a way to organize their thinking as they identify the strongest evidence. When analyzing an informational text, for example, students can mark the text as they read to guide their thinking. Students may use text features, such as headings, bold words, and graphs. Students may also note repeated ideas, words and/or images. Students must use only the strongest pieces of evidence to uphold what the text says explicitly or through inferences made by the reader.



- **Model (I do):** The teacher models for the students how to fill out the graphic organizer.
  - Write a text-dependent question in the first column, such as, “What are the attitudes of Malala and her father about the role of girls in society?”
  - Read an excerpt/chapter from the memoir, such as Chapter 2, and “think aloud” how to make an inference based on the reading.
  - List the evidence from the text that supports this inference.
  - Finally, share your thought process for evaluating and determining the strongest piece of textual evidence to support the inference, and record that piece of evidence in the last column.
  
- **Guided Practice (We do):** When students begin this process, the teacher can provide a central idea and/or pieces of evidence. Students complete the remainder of the graphic organizer, along with the teacher or in student pairs.
  - Give students text-dependent questions for which they must make inferences.
  - After students read the text, ask them to note possible answers in the second column of the organizer.
  - Have students list evidence that they feel supports those inferences in the third column.
  - Finally, have students assess whether each piece of evidence cited in the third column closely supports their inference in the first. Students must answer in complete sentences.
  
- **Independent Practice (You do):** As students become more proficient, they can complete the entire organizer independently. The teacher may provide the questions or students may generate their own. Students can exchange their notes after they are completed. Students will discuss each other’s answers, agreeing, disagreeing, adding to, or changing their answers according to the discussion. Each pair must decide upon one set of answers and evidence to be submitted to the instructor. Students may eventually use their question/answer/evidence to graphic organizers to compose longer pieces of writing.

**Learning Target: I can justify my inferences by citing evidence that supports my analysis of the text in writing and/or class discussions.** (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

**Guiding Question:** How can I communicate my thoughts and support my inferences during shared inquiry?

### **Socratic Seminar**

The purpose of a Socratic Seminar is for students to gain a deeper understanding about the ideas and values in a text. Students question and examine issues and principles related to the text and articulate different points-of-view. The shared inquiry assists students in constructing meaning through analysis, interpretation, listening, and participation. Students will participate in this shared inquiry, posing questions to their classmates, answering questions by citing textual evidence, and thinking critically about the text. The inner/outer circle or “fishbowl” method is recommended.

Prior to this lesson, students have learned to closely read texts closely in order to answer text-dependent questions and have learned to determine which textual evidence most strongly supports their inferences. This lesson allows students to demonstrate these skills near the end of the unit. Due to the nature of Socratic Seminar, the gradual release of students to true independence may take weeks and even months. For more information about Socratic Seminar, see the Resources section.

- **Model (I do):** Set the tone for Socratic Seminar.
  - Provide multiple opportunities for discussion in pairs, small groups, and whole-class groupings so that students can build a sense of community and practice active-listening skills.
  - Model for students how to have respectful, academic conversations.
  - Model for students how you use your notes and the text to answer questions and cite textual evidence.
- **Guided Practice (We do):** Engage students in academic conversations.
  - With the teacher as the facilitator, pose questions and allow students to respond to you and to each other, citing textual evidence to support their answers to questions.
  - As necessary, redirect students' thinking; remind them to cite specific and strong evidence, and encourage them to question, react to, and respond to each other - not just you, the teacher.
- **Independent Practice (You do):** Students participate in a Socratic Seminar.
  - The teacher poses the central question for discussion.
  - A student in the inner circle begins the discussion by answering the central question and citing textual evidence.
  - Students may then respond to each other by agreeing, challenging, and/or questioning their peers. For example, a student may believe he or she has a stronger piece of evidence to support a particular claim.
  - The teacher only intervenes to redirect the conversation should it get off track or to invite students who have not yet spoken to do so.
  - The outer circle observes the inner circle, taking notes and preparing for their turn in the inner circle.

**Note:**

Sample Socratic Seminar Questions:

What makes someone a hero? Do you consider Malala to be a hero for her people? For girls around the world?

The following analytic rubric may be used to assess students:

<http://www.greececsd.org/district.cfm?subpage=497>

Another Socratic Seminar option supportive of the list of suggested memoirs in the Resources section below is to have students identify an historic event chronicled by journalists, historians, and individuals that has also been addressed in the form of a memoir, diary, or autobiography. Divide the class into groups, and ask each to read different accounts of the same event. For example, one group can read historical accounts of the Jews in Holland during War World II, whereas another will read selections from *The Diary*

of *Anne Frank*. Another pair might read historical accounts of apartheid South Africa, whereas others will read *Kaffir Boy*. Students may consider the following questions: How does each memoir portray the times? The emotional context? Historical facts? Where do we feel the greater affinity?

In Service of the Story? Exploring Questions of Truth in Memoir Socratic Seminar Lesson

[http://learning.blogs.nytimes.com/2011/05/05/in-service-of-the-story-exploring-questions-of-truth-in-memoir/?\\_r=2](http://learning.blogs.nytimes.com/2011/05/05/in-service-of-the-story-exploring-questions-of-truth-in-memoir/?_r=2)

### Assessment Task

**Blog or Podcast** (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

Students will select a historical, social, political, or cultural event and create a blog or podcast about it. Students' script writing will be informational in nature, and a requirement of the assignment will be for students to cite textual evidence within the blog post or podcast and submit a Works Cited to the teacher. Note on Podcasts: Students' podcasts should be recorded, using software such as Audacity or Garageband. Then, the podcast will need to be published, using a platform such as Google Drive, your classroom blog, or a public podcast service. Checklists and rubrics to assess students' work may be found at

<http://digitallyspeaking.pbworks.com/w/page/17791568/FrontPage>.

### Suggested Blogging Platforms

Edublogs

<http://edublogs.org/>

Kidblog

<http://kidblog.org/home/>

Blogger

Access through your Google account.

Blogging in the Classroom

<http://digitallyspeaking.pbworks.com/w/page/17791566/Blogging>

Podcasting in the Classroom

<http://digitallyspeaking.pbworks.com/w/page/17791572/Podcasting>

**Text-Dependent Analysis Sample Prompt #1** (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

In her memoir, *I Am Malala*, Malala Yousafzai writes, "The pen and the words that come from it can be much more powerful than machine guns, tanks or helicopters" (157). Write an essay where you either agree or disagree with her statement. If you agree, what examples or situations can you think of in your own life or in American culture where this is true? If you disagree, why and/or when is military force a better option than subversive activism? Be sure to cite evidence from this text and any other sources you use.

**Text-Dependent Analysis Sample Prompt #2** (8.RL.5.1, 8.RI.5.1, 8.W.2.1)

Author Jeannette Walls said, “Memoir is about handing over your life to someone and saying, this is what I went through, this is who I am, and maybe you can learn something from it.” Considering the memoir you chose to read, write an essay in which you discuss something you learned from the author’s life experiences or a personal connection you can make to the author. Be sure to cite textual evidence from the memoir to support your writing.

The SC Ready Text-Dependent Analysis rubric will be used to assess students’ writing.

[http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\\_With\\_Nonscore\\_Codes.pdf](http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf)

**Resources****Helpful Links for Using the Gradual Release Model**

Supporting Comprehension Strategies for English Language Learners: Gradual Release

<http://www.readwritethink.org/professional-development/strategy-guides/supporting-comprehension-strategies-english-30106.html>

TeachingChannel: Improving Practice

<https://www.teachingchannel.org/videos/improving-teacher-practice>

TeachingChannel: Gradual Release of Responsibility

<https://www.teachingchannel.org/videos/gradual-release-of-responsibility>

TeachingChannel: Catch and Release: Encourage Independence

<https://www.teachingchannel.org/videos/effective-teaching-technique>

Strategic Lesson/Learning Plans

<http://teacher.depaul.edu/Documents/GuidetoPlanningLessonswithGradualReleaseofResponsibility.pdf>

Gradual Release Planning Template

[https://www.adams12.org/files/dms/Microsoft\\_Word\\_-\\_Gradual\\_release\\_template.pdf](https://www.adams12.org/files/dms/Microsoft_Word_-_Gradual_release_template.pdf)

**Helpful Links for Using Think Alouds**

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies (page 8)

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

## Think-Alouds

[http://www.readingrockets.org/strategies/think\\_alouds](http://www.readingrockets.org/strategies/think_alouds)

All About Adolescent Literacy: Think- Alouds

<http://www.adlit.org/strategies/22735/>

TeacherVision: Think-Aloud Strategy

<https://www.teachervision.com/skill-builder/problem-solving/48546.html>

Structure talk: Think-Aloud

<http://liketoread.com/thinkaloud.html>

## Helpful Links for Using Socratic Seminar

Structure talk: Socratic Seminars

<http://liketoread.com/socraticseminars.html>

AVID Socratic Seminar

<http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf>

Socratic Seminars

<http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>

Teaching Channel: Socratic Seminars: Patience and Practice

<https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

Facing History and Ourselves: Socratic Seminar

<https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

## Suggested Memoirs

- *I Am Malala* by Malala Yousafzai (Taliban Control in Pakistan)
- *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa* by Mark Mathabane
- *Zlata's Diary: A Child's Life in Wartime Sarajevo* by Zlata Filipovic
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beh (The War in Sierra Leone)
- *Reading Lolita in Tehran* by Azar Nafisi (The Iranian Revolution)
- *Anne Frank: The Diary of a Young Girl* by Anne Frank
- *Night* by Elie Wiesel
- *Thura's Diary* by Thura Al-Windawi (The War in Iraq)

- *When Heaven Fell* by Carolyn Marsden (aftermath of the Vietnam War on one family)

### **Suggested News Articles**

British actors, writers ask prime minister to help rescue refugee kids (adjustable lexile)

<https://newsela.com/articles/britishactors-refugees/id/15093/>

Doors open and close for Syrians in growing refugee camp (adjustable lexile)

<https://newsela.com/articles/jordan-refugeecity/id/11574/>

Star Stephen Curry's 3-pointers: A swish come true for kids in Africa (adjustable lexile)

<https://newsela.com/articles/curry-mosquionets/id/16746/>

Russia takes in Ukrainian Refugees (adjustable Lexile)

<https://newsela.com/articles/russia-ukrainianimmigrants/id/5228/>

U.S. will take in some more refugees, but says careful screening is needed (adjustable lexile)

<https://newsela.com/articles/kerry-refugees/id/12080/>

Growing Up in Dafur

<http://www.readworks.org/passages/growing-darfur-0>

Crisis in Africa

<http://www.readworks.org/passages/crisis-africa>

War took away their childhoods (adjustable Lexile)

<https://newsela.com/articles/child-soldiers/id/4056/>

First lady announces U.S. pledge to aid Pakistani girls' education (adjustable Lexile)

<https://newsela.com/articles/michelleobama-pakistan/id/12669/>

### **Suggested Video Clips**

A Teen Who Fled Syria Had High Hopes For Her Life In Lebanon: #15Girls Video

<http://www.npr.org/sections/goatsandsoda/2015/10/19/449920790/how-a-top-student-ended-up-picking-potatoes-15girls>

A Teen Who Fled Syria Had High Hopes For Her Life In Lebanon: #15Girls Video Transcript

<http://www.npr.org/templates/transcript/transcript.php?storyId=449920790>

**Suggested Informational Texts**

Stolen Voices: Young People's War Diaries, from World War I to Iraq, edited by Melanie Challenger and Zlata Filipovic

**Suggested Websites**

The History Place (article on breakup of Yugoslavia to support Zlata's Diary)

<http://www.historyplace.com/worldhistory/genocide/bosnia.htm>

PBS Newshour Article: "In War Zones Education Takes a Backseat to Other Needs"

<http://www.pbs.org/newshour/rundown/education-in-war-zones/>

### Strongest Evidence Graphic Organizer

Question	Inference	Evidence from the Text	Strongest Evidence
1.			
2.			
3.			
4.			

References Cited:

Illinois State Board of Education. (2016). <http://www.isbe.net/>



## **Grade 8: Prove It- Making Meaning in Our Lives**

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